

Intergenerational Poverty Interventions (IGPI)

October 15, 2019 | Public Education Appropriations Subcommittee

Background

In 2014, the Utah legislature passed S.B. 43, Intergenerational Poverty Interventions (IGPI) in Public Schools, which appropriated \$1,000,000 annually for high-quality afterschool programming with a focus on math and reading interventions. Grants are awarded through a competitive application process for a three-year grant period to support new or existing afterschool programs to provide targeted services for students impacted by intergenerational poverty.

The Compendium of Budget Information (COBI) and the State Board of Education have additional detail on this program, links below:

[Initiative Programs – Intergenerational Poverty Interventions](#)

[USBE – Intergenerational Poverty Interventions \(IGPI\)](#)

[IGPI Longitudinal Analysis of Student Outcomes, 2014-2017 \(Utah Education Policy Center\)](#)

Recommendations

- To provide better transparency and accountability, we recommend that the subcommittee consider creating a separate line item for this and other programs in the public education budget that are also funded in a different appropriations subcommittee (joint-funded programs).
- We recommend that the subcommittee consider identifying and adopting expected outcomes for this program. Subcommittee staff will work with USBE staff to determine the correct goals for each focus area. Until these goals are determined, we recommend that the subcommittee not include funding for IGPI in the public education base budget bill.

Budget and Program Details

State Appropriated Budgets

The Legislature has appropriated \$1,000,000 per year to the program since FY 2015. There was a slight increase of \$1,100 appropriated in FY 2020. \$50,000 of the appropriation is used by USBE for administration and evaluation. Table 1 provides the history of the state appropriation.

Distribution to Locals

The IGPI grant has been funded twice since 2014. The call for applications goes out every three years, with the first call in Spring 2014 and the second in Spring 2017. USBE received 12 applications during the application period in Spring 2017. Eight of the 12 applicants received funding for a three-year grant cycle.

Initiative Programs - Intergenerational Poverty Interventions						
State Budget (COBI)						
Sources of Revenue	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020
Education Fund	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	\$1,001,100
Education Fund, One-time	\$0	\$0	\$50,000	\$0	\$0	\$0
Transfers	\$0	\$0	\$0	(\$3,400)	\$0	\$0
Beginning Nonlapsing	\$0	\$488,800	\$778,000	\$738,900	\$600,000	\$600,000
Closing Nonlapsing	(\$488,800)	(\$403,100)	(\$658,900)	(\$408,000)	(\$600,000)	(\$600,000)
Total	\$511,200	\$1,085,700	\$1,169,100	\$1,327,500	\$1,000,000	\$1,001,100
Categories of Expenditure						
Personnel Services	\$0	\$0	\$0	\$14,300	\$0	\$1,100
In-State Travel	\$0	\$0	\$0	\$100	\$0	\$0
Out-of-State Travel	\$0	\$1,600	\$0	\$0	\$0	\$0
Current Expense	\$40,000	\$277,800	\$171,800	\$53,300	\$0	\$0
DP Current Expense	\$0	\$0	\$0	\$0	\$0	\$0
Other/Pass Through	\$471,200	\$806,300	\$997,300	\$1,259,800	\$1,000,000	\$1,000,000
Total	\$511,200	\$1,085,700	\$1,169,100	\$1,327,500	\$1,000,000	\$1,001,100

Table 1

IGPI – Budget, Performance, and Other Details

Table 2 outlines the grant recipients for both cohorts that have been funded to date. Both years, all the possible funding (minus \$50,000 for administration) has been awarded to grantees. Grantees receive an equal amount of funding each year for three years. (For example, if an LEA was awarded a \$50,000 grant, the LEA would receive \$50,000 for Year 1, \$50,000 for Year 2, and \$50,000 for Year 3.) Grantees receive an allocation each year and must submit reimbursements.

Grant Recipients, 2014-2020		
LEA	Grant Amount	Number of School Sites
Cohort 1: 2014-2017		
American Preparatory Academy	\$70,000	2
Gateway Preparatory Academy	\$100,000	1
Grand School District	\$34,900	1
Granite School District	\$300,000	6
Ogden School District	\$303,300	6
Provo School District	\$141,800	4
Subtotal	\$950,000	20
Cohort 2: 2017-2020		
American Preparatory Academy	\$100,000	2
Canyons School District	\$200,000	4
Entheos Academy	\$50,000	1
Grand School District	\$50,000	1
Guadalupe School	\$40,000	1
Logan School District	\$100,000	1
Ogden School District	\$250,000	6
Provo School District	\$160,000	3
Subtotal	\$950,000	19

Table 2

Performance Metrics

One highlight of the IGPI grant program includes the findings of the most recent program evaluations conducted by a third-party evaluator. Based on the 2017-2018 school year evaluation, there was a positive relationship between students attending IGPI afterschool programs and End of Year (EOY) Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores for kindergarten through six grade students. Students scored one point higher for every 10 days of program participation, on average.

This finding in the 2017-2018 school year evaluation aligns with the IGPI longitudinal analysis of student outcomes using Student Assessment of Growth and Excellence (SAGE) scores completed for the 2014-2015, 2015-2016 and 2016-2017 school years—as participation increased, SAGE scores also increased. For example, for every ten days students participated in an IGPI afterschool program, their SAGE scores in ELA increased by .3. Additionally, there was a significant, positive cumulative effect on SAGE scores in all three subject areas, such that as years of attendance increased, SAGE scores increased. On average, students' academic gains for attending three years at least tripled the gains in SAGE scores seen for one year of attendance.

Spending Plans

USBE has contacted each grant-receiving LEA to determine if there are additional reimbursement requests or carryover funds for FY19. Three LEAs—Entheos Academy (Magna), Logan School District, and Ogden School District—each had carryover funds. These LEAs are required to submit a) a request to utilize carryover funding and b) a carryover plan and budget narrative. These carryover plans must address the following questions:

IGPI – Budget, Performance, and Other Details

1. Describe how your school district will utilize state fiscal year 2019 carryover funds to support the purpose and outcomes of the IGP Grant.
2. With the addition of the state fiscal year 2019 carryover funds, describe how the organization will efficiently manage and track the 2019 budget funds in addition to the 2020 budget funds.
3. Due to spending state fiscal year 2019 funds first, will an updated state fiscal year 2020 budget be needed?